COVER PHOTO

Main Hall, Mount Sentinel and the grizzly bear statue.
Copyright 2006 Patia Stephens
# TABLE OF CONTENTS

## Introduction
- Welcome Letter to Students ................................................................. 1
- School of Social Work Faculty and Staff ........................................... 2
- Academic Calendar .................................................................................. 3

## Mission, Goals and Objectives
- School of Social Work ........................................................................ 4
  - School of Social Work Mission ............................................................ 4
- MSW Program .......................................................................................... 4
  - MSW Program Mission ........................................................................ 4
  - MSW Program Goals .......................................................................... 4
  - MSW Program Objectives .................................................................. 5
    - Curriculum Objectives ..................................................................... 5
    - Faculty Objectives ......................................................................... 6

## Accreditation by Council on Social Work Education (CSWE)
- CSWE Curriculum Policy Statement Regarding Field Practicum ........... 6
- CSWE Field Practicum Objectives ....................................................... 7

## The Foundation Practicum
- Objectives for the Foundation Year (1st Year) .................................... 8

## The Concentration Practicum
- Areas of Concentration ................................................................. 9
- Objectives for the Concentration Year (2nd Year) ................................. 9

## Practicum Policies and Procedures ......................................................... 11
- Application and Admission ........................................................................ 11
- Foundation Year ...................................................................................... 11
- Concentration Year .................................................................................. 11

## Practicum Selection and Placement
- Interview and Selection of a Practicum Site ........................................ 12
- Practicum / Career Fair ........................................................................... 12
- Practicum Position at Place of Employment ........................................... 12
- Practicum Placement Exceptions .......................................................... 13
  - Block Practicum Placements .............................................................. 13
  - Out-of-Town Practicum Placements .................................................. 13
  - International Practicum Placements .................................................. 13

## Practicum Requirements and Policies
- Practicum Hours ..................................................................................... 14
- Scheduling, Vacations, School Breaks, and Absences ......................... 14
- Winter Session ....................................................................................... 15
- Summer Hours ....................................................................................... 15
- Practicum Forms ..................................................................................... 15
- Changing Practicum Placements ............................................................ 16
- Termination of Practicum ....................................................................... 16
  - Procedure for Termination of Practicum .......................................... 17
- Academic Review and Special Advising Process ................................ 17
- Seminar .................................................................................................. 17
- Practicum Supervision ............................................................................ 18

---

MSW Practicum Manual
Appendices & Supplements

Appendix A: MSW Practicum Application ................................................................. 33
Appendix B: 10 Steps to Securing a Practicum ....................................................... 37
Appendix C: Application for Practicum Position at Place of Employment .......... 39
Appendix D: Request for MSW Block Placement ..................................................... 41
Appendix E: IE3 Internship Program Opportunities Relevant to Social Work ........... 43
Appendix F: Practicum Plan ..................................................................................... 47
Appendix G: Memorandum of Understanding of Roles and Responsibilities .......... 49
Appendix H: Guidelines for Ethical Practice in Practicum and Classroom .......... 53
Appendix I: Monthly Timesheet .............................................................................. 55
Appendix J: Foundation Year Learning Agreement ................................................. 57
Appendix K: Foundation Suggested Learning Activities / Ways of Monitoring ....... 69
Appendix L: Concentration Year Learning Agreement ............................................ 77
Appendix M: Concentration Suggested Learning Activities / Ways of Monitoring .... 93
Appendix N: Agenda for Weekly Supervision .......................................................... 109
Appendix O: Proof of Liability and Malpractice Insurance ................................... 111
Appendix P: End-of-Semester Evaluation (for all levels) ....................................... 113
Appendix Q: Agency Field Instructor Evaluation of Practicum Process ................. 125
Appendix R: Student Evaluation of Practicum Experience .................................... 129
Supplement 1: Social Work Dictionary (provided as an insert)
Welcome MSW students,

On behalf of the University of Montana School of Social Work, we welcome you to practicum. The practicum is often referred to as the signature pedagogy of social work education. Your practicum will offer you the opportunity to:

- Integrate classroom experience with actual social work practice
- Develop professional self-awareness and accountability
- Practice social work skills and theories
- Exercise ethical decision making in the context of social work values and the code of ethics (http://www.socialworkers.org/pubs/code/code.asp)

You will begin your practicum in the fall of your foundation year. Each semester, you will spend approximately fifteen hours a week in a practicum setting. The practicum will provide you with the opportunity to apply classroom knowledge to the practice arena. There are many varied and diverse practicum settings. I will assist you in securing a practicum that fits your interests and learning needs.

Students complete 450 hours in the foundation year and 450 hours in the concentration year. At the beginning of your practicum, you will be assigned a Faculty Supervisor, who will assist you with writing a learning agreement, and serve as a liaison between the agency and the School of Social Work.

This manual provides the information and forms you need in order to fully participate in the practicum experience. Please read the manual thoroughly. The Practicum Office is always open to provide additional assistance. I look forward to working with each of you.

Sincerely,

Tondy Baumgartner MSW, LCSW
MSW/BSW Practicum Coordinator
2013-2014 Academic Calendar

**Autumn Semester 2013**

August 22-23 (Thurs-Fri) ................................................................. New Student Orientation
August 26 (Mon) ........................................................................ Autumn Semester Classes Begin
September 2 (Mon) ...................................................................... Labor Day – No Classes, Offices Closed
November 11 (Mon) ................................................................. Veterans Day – No Classes, Offices Closed
November 27 (Wed) ...................................................................... Student Travel Day – No Classes
November 28-29 (Thurs-Fri) ................................................ Thanksgiving Break – No Classes, Offices Closed
December 6 (Fri) ........................................................................... Last Day of Regular Classes
December 9-13 (Mon-Fri) ................................................................. Final Exams

**Winter Session 2014**

January 2 (Thurs) ........................................................................ Winter Session Classes Begin
January 20 (Mon) ................................................................. Martin Luther King Day – No Classes, Offices Closed
January 23 (Thurs) ....................................................................... Last Day of Winter Session Classes and Final Exams

**Spring Semester 2014**

January 23-24 (Thurs-Fri) ............................................................. New Student Orientation
January 27 (Mon) ........................................................................ Spring Semester Classes Begin
February 17 (Mon) ....................................................................... Presidents’ Day – No Classes, Offices Closed
March 31 - April 4 (Mon-Fri) .......................................................... Spring Break
May 9 (Fri) ..................................................................................... Last Day of Regular Classes
May 12-16 (Mon-Fri) ...................................................................... Final Exams
May 17 (Sat) .................................................................................... Commencement

**Summer Session 2014**

May 27 (Mon) ........................................................................... Memorial Day – No Classes, Offices Closed
May 28 (Tues) ............................................................................. Classes Begin for First Five-Week Summer Session,
May 27 (Mon) ........................................................................... Classes Begin for Ten-Week Summer Session
June 27 (Thurs) ........................................................................ Last Day of Classes for First Five-Week Summer Session and Final Exams
July 1 (Mon) ............................................................................. Classes Begin for Second Five-Week Summer Session
July 4 (Thurs) ........................................................................... Independence Day – No Classes, Offices Closed
August 1 (Thurs) ........................................................................ Last Day of Classes for Second Five-Week Summer Session,
January 23-24 (Thurs-Fri) ........................................................................ New Student Orientation
January 27 (Mon) ........................................................................ Spring Semester Classes Begin
February 17 (Mon) ....................................................................... Presidents’ Day – No Classes, Offices Closed
March 31 - April 4 (Mon-Fri) .......................................................... Spring Break
May 9 (Fri) ..................................................................................... Last Day of Regular Classes
May 12-16 (Mon-Fri) ...................................................................... Final Exams
May 17 (Sat) .................................................................................... Commencement

May 27 (Mon) ........................................................................... Memorial Day – No Classes, Offices Closed
May 28 (Tues) ............................................................................. Classes Begin for First Five-Week Summer Session,
May 27 (Mon) ........................................................................... Classes Begin for Ten-Week Summer Session
June 27 (Thurs) ........................................................................ Last Day of Classes for First Five-Week Summer Session and Final Exams
July 1 (Mon) ............................................................................. Classes Begin for Second Five-Week Summer Session
July 4 (Thurs) ........................................................................... Independence Day – No Classes, Offices Closed
August 1 (Thurs) ........................................................................ Last Day of Classes for Second Five-Week Summer Session,
Mission, Goals and Objectives

The practicum or field education component is a core part of the MSW experience. The practicum provides students the opportunity to engage in supervised practice consistent with the mission, goals, and objectives of the MSW Program. The practicum experience fosters the integration of empirical and practice-based knowledge, promotes development of professional competence, and provides opportunities for students to identify with the purpose, values, and ethics of the profession.

School of Social Work

School of Social Work Mission

The mission of the School of Social Work at the University of Montana is to effectively engage in activities integral to preparing skilled baccalaureate and master’s level social work practitioners, while promoting more just and humane social structures and outcomes within Montana, the United States, and internationally.

MSW Program

MSW Program Mission

The Mission of the Master’s of Social Work program is to prepare social workers who will promote and support the profession’s historic commitment to social justice and equality through direct-practice activities and community-based efforts that reflect the needs and dignity of all people. The program educates students to become competent, ethical, and collaborative practitioners, community leaders, and researchers who appreciate diversity, use critical thinking skills, and understand the intersection of rural and global contexts. Graduates will embrace advances in knowledge and practice, promote the wellbeing of people, and create a more humane society.

MSW Program Goals

1. Prepare social workers to integrate and evaluate direct-level practice with community and social-change practice.

2. Prepare social workers to utilize substantive knowledge, skills, values/ethics base, and critical thinking necessary for effective social work practice in both rural and global contexts.

3. Prepare social workers to advance professional knowledge, to promote best practices, and to be aware of historical context, cultural diversity, and the political and economic challenges at the intersection of rural and global environments.

4. Prepare social workers to engage in life-long professional learning and to promote innovative practice responsive to emergent social conditions and human needs.

5. Prepare social workers to assume leadership positions in the profession, public and non-governmental human-service organizations, and community action and social policy-making arenas in the state of Montana and beyond.
6. Prepare social workers to promote democratic participation, human rights, and social justice through collaboration with policy makers, service providers, community members, and those affected by inequitable social conditions.

7. Promote program development and partnerships that enhance the quality of human services and social work education in the state of Montana.

8. Promote scholarly inquiry and professional development to advance social work knowledge and practice.

**MSW Program Objectives**

**Curriculum Objectives**

1. Apply critical thinking skills, including ongoing self-assessment and reflection, within the context of integrated social work practice.

2. Use the value bases and ethical standards and principles of the social work profession to engage in practice with diverse contexts and practice settings.

3. Engage in practice that empowers, is nondiscriminatory, promotes human dignity, and utilizes knowledge and skills that respect differences based on age, citizenship, class, color, disability, ethnicity, family form, gender, marital status, race, religion, and sexual orientation.

4. Understand forms, mechanisms, and consequences of oppression and discrimination and develop and implement strategies of advocacy and social change that promote social and economic justice and the empowerment of the oppressed and vulnerable at all levels of social work practice.

5. Apply practice frameworks that consider the importance of historical, political, economic, and cultural contexts in shaping social problems and solutions.

6. Utilize a historical perspective to understand the emergence and development of social work as a profession, critically examine the theoretical debates and value tensions, and analyze contemporary social problems, policies, programs, and practices within this context.

7. Apply the knowledge and skills of generalist social work within the integrated practice framework.

8. Apply a range of empirically supported theoretical frameworks to understand individual human development and behavior throughout the life course and within the interactive contexts of families, groups, organizations, and communities while evaluating the values, assumptions, and empirical support that inform the frameworks utilized.

9. Apply policy analysis frameworks to understand and critique social and organizational policies and to formulate and implement responsible and needed change.

10. Utilize professional research skills to evaluate, apply, inform, and enhance the practice of integrated social work.

11. Understand how communication, helping, and interpersonal skills are shaped by cultural and social contexts and differentially apply these skills across client populations, communities, and cultural contexts.
12. Use supervision and consultation appropriate to social work practice and context.

13. Use knowledge of the culture, structure, economics, and processes of organizations and service delivery systems and strategies to effectively work with and within such systems and to effect organizational change when needed.

14. Apply the knowledge and skills of integrated practice to work with individuals, families, groups, organizations, and communities.

15. Understand and use various forms of leadership to support collaborative, interdisciplinary relationships and active participation of community members in addressing needs and concerns of individuals, families, groups, and communities.

16. Understand key social, political, and economic challenges facing communities of the Rocky Mountain West, the intersection of local and global issues therein, and the implications for social work practice, social-policy development, and the delivery of social and human services.

Faculty Objectives

The faculty will:

1. Assume leadership in developing and disseminating social work knowledge; promoting best practices; engaging in public advocacy; responding to changing social, political, and economic conditions; and promoting social justice and the empowerment of poor, oppressed, and underserved populations.

2. Engage in ongoing professional and programmatic development and renewal through interdisciplinary and inter-professional dialogue; participation in diverse campus, community, regional, national, and international teaching, service, and research efforts; and creation of opportunities for student participation in the above.

3. Promote collaboration in teaching, research, and practice by providing consultation to community agencies, partnering in program development, serving on boards, lending expertise to social welfare advocacy organizations, and creating opportunities for community participation in workshops, training sessions, and other learning opportunities.

Accreditation by Council on Social Work Education (CSWE)

The University of Montana School Of Social Work is fully accredited by the Council on Social Work Education (CSWE). The school meets the following curriculum policy requirements as outlined by the Council on Social Work Education.

CSWE Curriculum Policy Statement Regarding Field Practicum

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is

**CSWE Field Practicum Objectives**

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program’s specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
The Foundation Practicum

The foundation practicum (450 hours concurrent with classroom courses) provides students with opportunities for developing self-awareness and applying generalist social work knowledge, values, ethics, and practice skills. The practicum also provides a setting where students can enhance their oral and written professional communication and receive educational supervision from an Agency Field Instructor. A student in the foundation practicum will learn to critically assess, implement and evaluate agency policies to enhance the social condition of the agency clientele.

Foundation practicum placements are integrated and generalist in nature and may be done at a wide range of agencies. Students are offered an opportunity to experience a wide range of social work roles and functions, as well as the opportunity to work with many at-risk populations.

Objectives for the Foundation Year (1st Year)

1. Provide students with the analytical skills needed to critically examine the cultural, historical, political, and economic contexts that have shaped the meaning of social work and its practice.

2. Provide students with the knowledge and skills of generalist social work practice as a foundation for assessment and intervention with diverse systems and client populations.

3. Introduce students to the integrated-practice model and the epistemological and theoretical issues that inform it.

4. Develop students’ knowledge of dominant theories of human behavior and the social environment, of their relationship to social work practice, and of the challenges and possibilities posed by alternative perspectives (e.g., feminist and other critical perspectives).

5. Provide students with the theoretical perspectives and practice frameworks necessary for them to understand and address questions of difference and diversity and forms and mechanisms of oppression, inequality, and discrimination, paying particular attention to special populations in the region.

6. Promote understanding of key social, political, and economic issues facing communities in the Rocky Mountain West, the intersection of local and global issues therein, and the implications for social work.

7. Provide students with the knowledge and skills necessary to engage in integrated practice with individuals, families, groups, and communities, to assess the process and outcomes of practice, and to promote best practice approaches.

8. Provide students with knowledge of different styles and skills of community and organizational leadership.

9. Prepare students to analyze social policies and their influence on social work organizations, services, and client populations and to contribute to their development and improvement.
10. Develop students’ knowledge of diverse fields of service and the particular challenges posed by practice in a rural context.

11. Socialize students to continually assess and evaluate their professional competence and pursue opportunities for self-awareness and professional growth and development.

12. Promote understanding of research as a fundamental component of practice and prepare students to use research to inform and evaluate practice.

13. Develop students’ knowledge of key issues in individual and family practice and their relation to contemporary federal and state social welfare policy and programs.

14. Provide students with the skills and strategies of participatory, collaborative practice that include the voices of client populations in the decisions that affect their lives.

The Concentration Practicum

The concentration year practicum (450 hours minimum to 500 hours maximum, concurrent with classroom courses) is designed to achieve curricular objectives for the concentration year and to help the student gain advanced knowledge and skills related to integrated practice.

Areas of Concentration

1. Interpersonal Practice
2. Community and Organizational Practice
3. Social and Political Change

Objectives for the Concentration Year (2nd Year)

1. Prepare students to apply the principles of integrated practice to work with individuals, families, organizations, and communities in both rural and global contexts.

2. Prepare students to apply practice frameworks that consider the importance of historical, political, and cultural contexts in shaping problems and solutions.

3. Develop students’ capacities to conceptualize and implement collaborative partnerships with relevant community, state, and federal organizations.

4. Provide students with opportunities to apply policy analysis frameworks to agency settings and social problems and to develop action and/or advocacy plans to effect change.

5. Provide students with opportunities to carry out supervised organizational or community-based research (e.g., community assets/needs assessment, program evaluation), to present findings, and to receive feedback from faculty, colleagues, and community members.

6. Provide students with opportunities to engage in critical self-reflection and to examine the values and assumptions that underlie theory, practice, policies, and programs.
7. Develop students’ capacities to engage in various forms of leadership and to engage in leadership styles that promote the active participation and voice of community members in addressing needs and concerns.

8. Provide students with opportunities to implement intervention strategies in practice settings based on empirical, theoretical, and experiential knowledge, and to apply social work values that address individual and social problems and propose modifications and innovations.

9. Promote students’ capacities to engage diverse stakeholders in decision-making processes that respect difference and promote social and economic justice.

10. Provide students with opportunities to apply research knowledge and derive intervention strategies that are based on understandings of urban and rural communities and that enlist the cooperation of organizations and citizen groups in arriving at collaborative decisions.

11. Provide students with opportunities to develop intervention strategies that illustrate understanding of the forms and mechanisms of oppression and discrimination based on gender, ability, race, age, class, and sexual identity and that respect difference and the dignity of human life.

12. Provide students with the opportunity to create a professional portfolio that demonstrates knowledge and skills in the application of the principles of integrated practice in response to an identified social problem or practice area.

13. Engage students in teaching/learning relationships with faculty, one another, first year MSW students, and BSW students.
Practicum Policies and Procedures

Application and Admission

Before entering the foundation practicum, students must submit an MSW Practicum Application (Appendix A) to the MSW Practicum Coordinator. The application is sent to students upon acceptance into the MSW program. The completed application provides information about students’ backgrounds and areas of interest, along with an assessment of their social work knowledge and skills.

After submitting the application, students should make an appointment to interview with the Practicum Coordinator, who will meet with students to discuss available practicum agencies and opportunities. The student will then arrange interviews with agencies and, after securing a site, complete the required paperwork. The 10 Steps to Securing a Practicum checklist serves as a guide for both practicum arrangement and required forms (Appendix B). No practicum hours may be counted until the required paperwork is on file.

Foundation Year

Students admitted to field practicum must meet the following criteria:

- Acceptance to the University of Montana Graduate School.
- Acceptance to the University of Montana MSW program.
- Enrollment in Foundation Integrative Seminar I (SW 576).
- Submission of completed application for practicum placement to MSW Practicum Coordinator.
- Submission of interests and abilities assessment to MSW Practicum Coordinator.
- Interview with MSW Practicum Coordinator.
- Submission of resume and interviews with prospective agencies.
- Acceptance by agency, completion of paperwork, and approval by MSW Practicum Coordinator to begin practicum.

Concentration Year

Students admitted to the concentration practicum must meet the following criteria:

- Successful completion of the foundation practicum.
- Be in good academic standing, with a minimum GPA of 3.0.
- Successful completion of foundation courses and foundation integrative seminars.
- Students with any incomplete grades must have a plan in place, approved by their faculty advisor, for completion of the work.

Students develop a plan with the Practicum Coordinator indicating their choice of concentration practicum site and the advanced practice learning opportunities. Students moving to a new site for their concentration year interview with prospective agencies. Students who plan to continue in their current practicum site should work in
consultation with their faculty advisor and Agency Field Instructor to ensure the concentration year provides new learning opportunities in line with concentration year objectives. The Practicum Coordinator must approve new concentration practicum placements.

**Practicum Selection and Placement**

**Interview and Selection of a Practicum Site**

- Prior to scheduling an interview with the MSW Practicum Coordinator, students should familiarize themselves with the Practicum Agency Guide. This can be found online at: [http://socialwork.health.umt.edu/content/msw-practicum](http://socialwork.health.umt.edu/content/msw-practicum).

- Students are required to make an appointment with Tondy Baumgartner, MSW Practicum Coordinator, for an interview and discussion of available practicum sites. Together, the student and the MSW Practicum Coordinator will select potential settings that best meet student needs, abilities, and interests.

- The Practicum Coordinator is available to advise students on matters relating to agency interviews and the preparation of resumes. Students are responsible for scheduling interviews with the agencies. Once a practicum site is selected and approved, students must complete and submit both the Practicum Plan (Appendix F) and the Memorandum of Responsibilities (Appendix G) prior to counting any practicum hours.

**Practicum / Career Fair**

It is strongly recommended that MSW students attend the on-campus Practicum and Career Fair in February. Qualified agencies are invited to attend and provide information to students about learning and career opportunities in their agencies. Students will have the opportunity to talk with agency representatives and Agency Field Instructors at this time.

**Practicum Position at Place of Employment**

If a student is employed at the practicum agency, the School of Social Work requires that the assignments counted toward practicum hours must be clearly differentiated from the student’s employment. The work site must provide the student with opportunities to integrate MSW course content with professional practice.

To apply for a worksite placement, the student and the Agency Field Instructor must complete and sign the Application for Practicum Position at Place of Employment (Appendix C). A detailed description of the learning activities which are new and different from the student’s usual job responsibilities must be included.

The application will be reviewed and approved by the MSW Practicum Coordinator prior to placement. The following criteria must be met for approval of an employment-related placement:

- The agency must meet the standard criteria for practicum agency participation.
- Practicum experiences must be educationally focused.
- Practicum experiences must be tailored to reflect MSW level learning.
• Learning experience must be new and different from current job responsibilities.

Practicum Placement Exceptions
All exceptions require approval from the MSW Practicum Coordinator.

**Block Practicum Placements**
Block placements are an exception to the standard two-semester concurrent practicum placement and are allowed only under exceptional circumstances. A block placement may be approved for out-of-town and international placements. If a student decides that a block placement is crucial to graduation status or learning, the first step is to make an appointment with the Practicum Coordinator to discuss options and review the student's academic transcript. Students must demonstrate professional readiness and submit an application (Appendix D) for approval to the Practicum Coordinator.

**Out-of-Town Practicum Placements**
It is possible to select a practicum site outside of Missoula, although such placements require additional time to plan. Students interested in an out-of-town practicum placement should meet with the Practicum Coordinator early to ensure adequate time for arranging such a placement.

**International Practicum Placements**
Students may also request international practicum placements. These placements require considerable time to identify and coordinate. Students may need to demonstrate fluency in a foreign language. If students are interested in an international practicum placement, they should meet with the Practicum Coordinator a minimum of two semesters prior to beginning practicum.

**International Block Placement – IE3 Program**
The University of Montana is affiliated with the IE3 Program, run through the University of Oregon, which coordinates professional internships abroad. Kevin Hood is the UM representative to IE3. IE3 offers a well-structured system of site selection and student screening to ensure productive, successful international learning experiences. IE3's focus on professional development fits well with the purpose of the practicum experience. Students interested in completing an international block placement need be approval by the School of Social Work and the IE3 Program. Advanced planning is essential.

Students in the IE3 program enroll for the professional internship credits through the University of Oregon. The University of Montana has a reciprocal relationship agreement, which ensures direct transfer of credits to UM. IE3 internships are for a minimum of ten weeks. Students work in conjunction with the School of Social Work Practicum Coordinator to arrange social work supervision for the internship. Students may complete more than 225 hours of professional internship during the block placement. However, a maximum of 225 hours can be counted toward the practicum experience.
For a list of IE3 Internship Program opportunities relevant to social work, see Appendix E.

It may be possible to earn independent study credits in conjunction with the block placement. Students interested in completing an independent study project as part of the block placement should consult with their faculty advisor and the MSW Program Director regarding expectations for the independent study. For more information on IE3 and examples of international professional internships related to social work, students can visit the IE3 website at: http://ie3global.ous.edu/campus/um/.

**Practicum Requirements and Policies**

**Practicum Hours**

MSW students must complete a minimum of 900 hours of practicum. Full-time students begin practicum during the first semester of study and must complete a total of 900 hours over a two-year period. Students must complete a minimum of 400 hours, with a maximum of 450 hours, during their foundation year. Students complete the remaining hours (minimum of 450 hours to maximum of 500 hours) during the concentration year, for a total of 900 hours. Part-time students begin practicum in the first semester of their second year.

Students are responsible for tracking practicum hours (Appendix I). The total hours accrued for the semester will be recorded on the end-of-semester evaluation and signed by the Agency Field Instructor, Faculty Supervisor, and student.

**Scheduling, Vacations, School Breaks, and Absences**

Students arrange their practicum schedules with Agency Field Instructors. Students are required to maintain a significant presence in the practicum placement throughout the semester and complete the total number of required hours for the semester.

Practicum agencies are not required to work around the university’s academic calendar. Students should consider agency and client needs when scheduling school breaks, vacations, and absences. It is important to set a schedule that meets student and agency needs at the beginning of the semester to avoid conflicts and possible misunderstandings. Students are also responsible for arranging practicum schedules to accommodate required university classes and final exams.

It may be necessary to work evening or weekend hours to maximize the learning opportunities or to meet the needs of the practicum agency. Occasionally hours may also extend beyond the required weekly hours in order to take advantage of learning opportunities.

If a student is ill or needs to be absent from the agency during scheduled practicum hours, it is the student’s responsibility to notify the Agency Field Instructor to assure that agency staffing needs are met. If the absence lasts for more than two days, the student should also notify the Faculty Supervisor. During the practicum, students are responsible for informing the Agency Field Instructor, Faculty Supervisor, and the practicum office with up-to-date contact information.
**Winter Session**
Students are not obligated to continue their practicum hours during the winter session break, but they may do so if it fits their schedule, their learning objectives, and the needs of the practicum agency.

**Summer Hours**
Students are expected to complete their first year practicum hours by end of spring semester. Under unusual circumstances a student may petition for approval to complete a portion of their hours during summer session. There is a 50-hour maximum for summer session. If approval is granted for summer practicum a student must remain within the 450 hour maximum for the foundation year.

**Practicum Forms**
*Students are responsible for submitting the following documents to the practicum office before beginning to count practicum hours:*
- Practicum Application (Appendix A)
- Practicum Plan (Appendix F)
- Memorandum of Understanding of Roles and Responsibilities (Appendix G)
- Request for MSW Block Placement *(if needed)* (Appendix D)
- Application for Practicum Position at Place of Employment *(if needed)* (Appendix C)

*No grade will be given for practicum without completed paperwork, including:*
- Learning Agreement (Appendix J or L)
- End-of-Semester Evaluation (Appendix Q)
- Student Evaluation of Practicum Experience (Appendix S)

During the practicum, students can use the monthly timesheets to keep track of their practicum hours (Appendix I).

These forms, along with the Social Work Dictionary, can be found on the social work website at [http://socialwork.health.umt.edu/content/practicum](http://socialwork.health.umt.edu/content/practicum).

**Learning Agreement:** The Learning Agreement (Appendix J or K) is developed in collaboration with the Agency Field Instructor and Faculty Supervisor. The Foundation Learning Agreement addresses generalist practice from an integrated framework. The Concentration Learning Agreement addresses advanced integrated practice. Students are to identify learning objectives and activities that will assist them in reaching the learning goals. Students are also asked to identify the specific monitoring and evaluation criteria that determine whether the learning goals have been met. For suggested learning activities/tasks and ways of monitoring, see Appendix K or M).

**Evaluation:** The Faculty Supervisor is responsible for submitting the End-of-Semester Evaluation (Appendix Q) to the practicum office.
Changing Practicum Placements

The foundation practicum and concentration practicum occur over two academic years. Students may remain in the same practicum site for the concentration year and take on new responsibilities and learning activities. Alternatively, students may change practicum sites in the concentration year to increase the breadth of the learning experience. The learning activities must meet the requirements of the concentration year learning agreement.

Occasionally, a practicum placement does not meet the expectations of the student, placement site, or the School of Social Work. In these situations, students are encouraged to work to resolve the problems directly with the Agency Field Instructor and, if necessary, with the Faculty Supervisor and the Practicum Coordinator. It is often possible to resolve problems or issues, especially if attending to them in a timely manner. Students experiencing problems at their practicum site are encouraged to speak to their Faculty Supervisor early. Reasons might include lack of quality learning experiences, instability of the agency setting, changes in agency personnel, or violations of ethics in the practicum setting. The student should attempt to resolve practicum problems, with the assistance of the Faculty Supervisor and Practicum Coordinator.

If, after working with the Agency Field Instructor, Faculty Supervisor, and Practicum Coordinator, it is determined that the practicum site does not offer a high-quality experience or the student fails to meet the Agency's expectations, the Practicum Coordinator, Faculty Supervisor, and BSW Program Director will decide if an alternative practicum site is warranted.

The Practicum Coordinator must approve any practicum site change. If a change is made in the practicum setting to better accommodate the student's learning, it may result in an extension of the number of weeks or hours of the practicum experience in order to insure a meaningful placement.

Termination of Practicum

A student's practicum may be terminated for any of the following reasons:

- Student’s inability to follow work-related policies (i.e. timeliness, dress code, professional conduct).
- Legal or ethical concerns or violation.
- Student’s inability to demonstrate knowledge and skills required by the practicum.
- Administrative changes within the agency, which negatively impact the learning experience.
- Lack of fit between student and Agency Field Instructor.
- Failure of student or agency to meet the expected standards for ethical professional practice.
- Agency's failure to provide MSW-level learning experiences.
- Poor academic performance of practicum student.
- Lack of professional readiness.
If a change is made in the practicum setting to better accommodate the student’s learning, it may result in an extension of the number of weeks or hours of the practicum experience in order to insure a meaningful placement.

**Procedure for Termination of Practicum**
Prior to practicum termination, the student’s Faculty Supervisor should be informed of the concerns of all involved parties. If the problem cannot be resolved, the Faculty Supervisor will meet with the MSW Practicum Coordinator and the Agency Field Instructor to attempt to resolve the issues. The MSW Practicum Coordinator will inform the Faculty Supervisor and Agency Field Instructor if the practicum is to be terminated.

**Academic Review and Special Advising Process**
An academic review process will be held when a student is terminated from practicum due to academic status or misconduct. The Department Chair of the School of Social Work, the student’s Faculty Supervisor, classroom instructor, or Practicum Coordinator may request an academic review.

- A request may be made to the Department Chair in verbal or written form.
- The Department Chair will set a time for the review and determine who should be present.
- All participants are notified.
- A meeting is held during which all participants present their views.
- A final decision will be made by the Department Chair based on the feedback and recommendations of the participants.

The academic review process is guided by the MSW Student Handbook policies and University of Montana academic misconduct policies found in the Student Conduct Code Code posted online at [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

**Seminar**
Students complete two semesters in a foundation practicum and two semesters in a concentration practicum. Seminars are held every semester and run concurrently with the practicum.

The foundation practicum seminar provides an introduction to the profession of social work and explores the practicum experience. Students receive guidance and feedback while integrating classroom material with the practicum. Students develop generalist social work skills and a foundation for social work values and ethics. Students receive assistance in writing the Learning Agreement (Appendix J).

The concentration practicum seminar prepares students to engage in practicum learning experiences as an integrated practitioner. Students will write their Learning Agreement (Appendix K) with the integrated practice model as a focus. Students also develop an Individualized Learning Plan (Appendix M), which include practicum
activities that will fulfill concentration year learning objectives. In addition, students utilize the seminar for peer consultation on their portfolio development.

**Practicum Supervision**

Students receive ongoing supervision and support in the practicum through:

- regular supervision by Agency Field Instructor;
- bi-weekly meetings with outside MSW supervisor, if there is not an MSW available in the agency to provide supervision;
- weekly integrative seminars facilitated by a faculty member;
- end-of-semester evaluations of practicum performance; and
- on-going contact with faculty advisor, who also serves as Faculty Supervisor for the practicum.

**Supervision is provided in four ways:**

1. The **Faculty Supervisor** is assigned to the student to provide support and assistance with the learning agreement. The student’s Faculty Supervisor will meet with the Agency Field Instructor and the student at the beginning of the first semester to review the student’s learning agreement. The Faculty Supervisor will meet at the end of the semester with the student and the Agency Field Instructor for the student evaluation. The Faculty Supervisor will also serve as a liaison between the agency and The University of Montana.

2. The **Agency Field Instructor** provides the student with supervision and also writes the student’s end of semester evaluation. The Agency Field Instructor must have an MSW degree (for MSW students) from an accredited school of social work. If the agency does not have an MSW-level staff member to provide supervision, the school will assign an outside MSW supervisor to provide bi-weekly supervision. This will supplement the supervision provided by the agency and ensure that the student receives a social work perspective.

3. The **Practicum Seminar Instructor** assists the student with the writing of the Learning Agreement, the integration of theory and practice, the application of social work values and ethics in practices, and the development of the portfolio.

4. The **Practicum Coordinator** oversees the practicum process, interviews and places students, assigns Faculty Supervisors, works with Agency Field Instructors, and helps manage problems that arise during practicum.
School of Social Work and University Policies

Communication

Social Work Website
The School of Social Work website has important information that students need for practicum, including faculty contact information, faculty areas of expertise, practicum manual, applications, forms, and resources. The website can be found at http://socialwork.health.umt.edu/content/practicum..

University E-Mail
All electronic communication between students and the School of Social Work will be through the university e-mail. All students registered at the University of Montana have an e-mail address. Students are responsible for checking mail at this address several times a week. The email addresses of students, faculty, and staff are in the following format: firstname.lastname@umontana.edu.

Faculty Mailboxes
Faculty mailboxes are located in the School of Social Work office (Room 004) in Rankin Hall. Students may leave materials for faculty in faculty boxes.

Code of Ethics
Students are required to act in accordance with the National Association of Social Workers' Code of Ethics found online at http://life.umt.edu/vpsa/student_conduct.php.

A student's failure to adhere to the expected standards of professional and ethical conduct may be considered grounds for termination of the practicum, a failing grade in the practicum, and dismissal from the BSW program. Practicum agencies are also expected to act in accordance with the Code of Ethics.

Policy Conflicts Between the Agency and the School
If there is a conflict of policy between the practicum agency and the School of Social Work, the student and/or Agency Field Instructor should notify the Faculty Supervisor. If the issue cannot be resolved, the Faculty Supervisor will report the conflict to the Practicum Coordinator. All parties will convene to determine the suitability of the placement site.

Disability Accommodation
Students with disabilities who need reasonable accommodations in practicum placements must make these requests known in advance to the Practicum Coordinator and the University of Montana Disability Services for Students. UM Disability Services for Students will recommend appropriate accommodations. For further information, refer to the manual Expect Access published by Disability Services for Students. http://life.umt.edu/dss/.
Health Insurance

The University of Montana student fees provide for student health care at Curry Health Center on campus. Students who are in practicum are advised to be sure their health coverage will provide for any illness, injuries, or accidents that may occur in the practicum setting. Neither the University of Montana nor the School of Social Work provides health insurance coverage other than that described above. Responsibility for insurance rests with the student, not with the agency. Students should be aware that some practicum sites require additional health screening (i.e. Tuberculosis tests, drug tests). See details about the Student Insurance Program at http://life.umt.edu/si/.

Liability and Malpractice Insurance

The University of Montana provides liability and malpractice insurance for students in practicum (Appendix P). This insurance is intended to cover costs associated with allegations of malpractice, but will not cover students who have been negligent in their practicum.

Personal Safety

In every agency there is the possibility of personal risk to practicum students. It is advised that students determine the safety policies and procedures utilized by their practicum agencies, become familiar with policies, especially in situations of risk or potential danger. Students are advised to take advantage of any training in personal safety offered by the practicum agency.

Sexual Harassment and Dual Relationships

University Policy, Information and Resources

UM Policy


The University of Montana does not tolerate sexual harassment of students, employees, or guests of the University and responds to every complaint, providing proper remediation when harassment is determined. This policy serves to support the University’s commitments to the principles of equal educational and employment opportunities for all persons and a positive action toward the elimination of discrimination in all aspects of university life.
UM Information and Resources
In 2012, the University launched PETSA (Personal Empowerment Through Self Awareness), a required online training to create awareness and help prevent sexual violence. For details, see http://www.umt.edu/stories/2012/08/PETSA.php.

Additionally, the University developed Sexual Misconduct Resources (http://www.umt.edu/sexualmisconduct/), which provides links to various resources as well as reporting contacts and information.

Practicum Program Policy on Dual Relationships
Students and Agency Field Instructors are to maintain professional working relationships, as are students and agency clients. Dual relationships are discouraged and may violate the NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) because of the inherent power differences between individuals. Students are to maintain professional helping relationships with their clients, which excludes sexual relationships, dual relationships, lending to or borrowing from clients, and other non-professional relationships.

Student Complaint Procedures
If a student has a complaint or grievance related to practicum, and if the issues cannot be resolved through discussion between the parties involved, the student is encouraged to consult with the Practicum Coordinator and/or Faculty Supervisor. If the problem cannot be satisfactorily resolved, the student may choose to follow the official student complaint procedure, which is included in the University of Montana Student Conduct Code and can be found online at http://life.umt.edu/vpsa/student_conduct.php.
Dear Agency Field Instructors,

The University of Montana School of Social Work deeply appreciates the dedication and experience of the Agency Field Instructors in preparing our students to become competent social workers. Thank you for your willingness to supervise, teach, and mentor a practicum student in your agency.

The Faculty Supervisor, the Practicum Coordinator, and the Program Administrative Assistant are available to answer your questions and assist with student and agency issues. The Program Administrative Assistant will update and inform Agency Field Instructors about educational opportunities and other pertinent information relating to field training.

The School of Social Work provides an annual field training in the fall. This training session provides information about the program’s goals and objectives, student competencies, the Learning Agreement, and standards for evaluating a student’s performance. Continuing Education Credits (CEUs) are available. We will notify you as to the date and time of the training session.

The MSW Practicum Manual includes policies and information about the field practicum. There is a special section for Agency Field Instructors, which includes helpful information about supervision, student responsibilities, and the evaluation process. There is also an excellent description of the integrated practice model.

We value your commitment to our program, and we thank you for your time and expertise in training our students to be professional social workers. We look forward to working with you.

Sincerely,

Tondy Baumgartner MSW, LCSW
BSW/MSW Practicum Coordinator
Agency Information

Program Background

The MSW Program is designed to meet accreditation requirements and contribute to the making of a new kind of practitioner – one well prepared to face the social welfare challenges in the Rocky Mountain West and the intersection of local and global issues therein. The MSW program prepares professionals and promotes a mode of social work practice that meet the challenges facing poor, marginalized groups and an overburdened state social service delivery system. Thus, the MSW program is committed to producing advanced-level professional social workers committed to integrated practice. The integrated practice model is best suited for advancing the goals and promoting the values of the profession, meeting 21st century challenges to the profession, and addressing the complex social welfare concerns of residents of Montana and the Rocky Mountain West.

The Social Worker Committed To Integrated Practice:

- Engages in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practices, policies, and programs.

- Brings historical, cultural, and political perspectives and a critical understanding of difference and oppression to bear in understanding the person-in-environment, social problems, interventions, and possibilities for social justice-oriented action.

- Integrates the skills of direct practice and community work and creatively bridges multiple levels of intervention.

- Continually brings knowledge and skills of research, policy analysis, and advocacy to bear in practice, regardless of setting, problem area, or specific job description.

- Assumes a leadership role in the profession and community to promote broad-based participation in efforts to empower individuals and groups, strengthen programs, and advocate policies and practice that promote social justice locally and globally.
Program Overview

The University of Montana offers a two-year, 60-credit program of graduate study leading to a Master of Social Work (MSW) degree. The program is fully accredited by the Council on Social Work Education (CSWE). The curriculum is designed to meet CSWE’s accreditation standards and the profession’s primary goals and objectives. The first semester is comprised of required courses.

Foundation Year

Accredited graduate social work programs provide a first-year curriculum that is grounded in the liberal arts and a generalist social work perspective. The foundation year courses in human behavior, policy, practice, and research, introduce students to the profession’s value base, relevant theories, practice context, and requisite skills for professional practice. The foundation year also includes content and learning experiences related to values and ethics, diversity, populations-at-risk, and social and economic justice. Students will complete approximately 450 hours of field education or practicum experience over the course of the foundation year and participate in a weekly integrative seminar.

Concentration Year

The University of Montana MSW program offers a concentration year curriculum in advanced integrated practice. The concentration year develops a more in-depth focus on integrated practice, expands breadth through required courses in the areas of research, policy, practice, and elective courses, and increases depth of theoretical knowledge and skills in core social work content areas. In the concentration year students tailor their professional education through completion of individualized learning plans (ILP) developed in consultation with their advisors. The ILP addresses required and elective courses, selection of practicum site and activities, and a portfolio plan (Appendix O).

The concentration year also provides opportunities to develop and apply skills of leadership, collaboration, policy analysis, advocacy, and program evaluation and to further examine the implications of practice in Montana’s rural communities and the surrounding region. In sum, the concentration year is a process for becoming an advanced level social work professional committed to integrated practice.

Part-Time Option

A part-time option has been developed to meet the needs of those students who are unable to attend full-time. Part-time students who remain in good academic standing are encouraged to complete the program in three years and are required to complete it within four calendar years.
Memorandum of Understanding of Roles and Responsibilities

The Memorandum of Understanding of Roles and Responsibilities (Appendix G) clearly differentiates the roles and responsibilities of the Practicum Coordinator, the Faculty Supervisor, the Agency Field Instructor, the student, and the outside MSW field instructor.

Expectations of Agency

Agencies selected as practicum placement sites must demonstrate the ability and willingness to host students and meet their educational needs by completing the Memorandum of Understanding of Roles and Responsibilities.

Agencies must meet the following criteria:

- Willingness to assign activities to students that meet the educational goals and objectives of the University of Montana’s MSW program.
- Provision of educationally directed field supervision through the designation of an on-site Agency Field Instructor, who will provide regular and ongoing supervision for at least one hour of 1:1 contact per week (Agenda for Weekly Supervision, Appendix N).
- Provision of time for the Agency Field Instructor to devote to meetings and evaluations with the University of Montana’s School of Social Work.
- Provision of space for the student including access to a desk, telephone and computer if necessary.
- Reading and signing of the Memorandum of Understanding of Roles and Responsibilities (Appendix G).

Expectations of Agency Field Instructor

Agency Field Instructors assist students in addressing the educational requirements established by the University of Montana’s School of Social Work. The Agency Field Instructor agrees to:

- Work with students to provide learning experiences that correlate with the MSW program’s learning objectives
- Attend the University of Montana fall field instructor’s training, which includes education on the integrated-practice model.
- Incorporate the integrated practice model into learning experiences.
- Develop a clear learning contract with the student about performance and expectations based on the MSW practicum objectives.
- Meet with the student weekly to provide an hour of 1:1 supervision (Appendix N).
• Allow the student to meet bi-weekly for one hour of 1:1 supervision with an outside MSW Field Instructor if the Agency Field Instructor does not have an MSW.

• Review and sign the Memorandum of Understanding of Roles and Responsibilities of Practicum Participants (Appendix G).

• Complete end-of-semester student evaluations and end-of-year agency evaluations of practicum and to consult with Faculty Supervisors and the Practicum Coordinator as needed.

Expectations of Student During Practicum

• Read and understand the practicum manual.

• Complete an evaluation of the practicum experience at the end of the semester.

• Complete all paperwork required for practicum.

• Develop and follow a Learning Agreement (Appendix J or L) in conjunction with both Agency Field Instructor and Faculty Supervisor.

• Adhere to the NASW Code of Ethics.

• Be in attendance at the agency on days and times agreed upon by the student and the Agency Field Instructor and if unable to attend practicum will notify Agency Field Instructor as soon as possible.

• Work the required hours for completion of a practicum and fill out monthly time cards.

• Abide by agency policies and procedures, including confidentiality.

• Behave in a professional manner, taking responsibility as an adult learner to understand duties and carry out assignments.

• Prepare for supervisory conferences by adhering to deadlines, completing work, and formulating questions about assignments.

• Discuss with Agency Field Instructor or Faculty Supervisor any areas of disagreement, dissatisfaction, or confusion in respect to any part of the practicum experience.

• Seek regular supervision with Faculty Supervisor and Agency Field Instructor.

• Bring to the attention of the Faculty Supervisor any questionable professional practices within the agency.

• Use agency computer and phone for business purposes only.

• Read and sign the Memorandum of Understanding of Roles and Responsibilities (Appendix G).
Suggested Learning Activities / Tasks

In developing a Learning Agreement, students and Agency Field Instructors may want to consider some of suggested learning activities/tasks for each of the Council on Social Work Education (CSWE) Educational Policy 2.1--Core Competencies listed below.

Foundation Level Practicum Student

See Appendix K: Suggested Learning Activities and Examples of Ways to Monitor/Evaluate (for the MSW Foundation Learning Agreement).

Concentration Level Practicum Student

See Appendix M: Suggested Learning Activities and Examples of Ways to Monitor/Evaluate (for the MSW Concentration Learning Agreement).

Core Competencies

1. **Competency 2.1.1**: Identify as a professional social worker and conduct his/herself accordingly.

2. **Competency 2.1.2**: Apply social work ethical principles to guide professional practice.

3. **Competency 2.1.3**: Apply critical thinking to inform and communicate professional judgments.

4. **Competency 2.1.4**: Engage diversity and difference in practice.

5. **Competency 2.1.5**: Engage in research-informed practice and practice-informed research.

6. **Competency 2.1.6**: Advance human rights and social and economic justice.

7. **Competency 2.1.7**: Apply knowledge of human behavior and the social environment.

8. **Competency 2.1.8**: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

9. **Competency 2.1.9**: Respond to contexts that shape practice.

10. **Competency 2.1.10**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    
    a. **Competency 2.1.10a**: Engagement
    b. **Competency 2.1.10b**: Assessment
    c. **Competency 2.1.10c**: Intervention
    d. **Competency 2.1.10d**: Evaluation
Practicum Evaluation

The practicum program has in place three separate evaluation tools for: (1) assessing student performance in the field; (2) gathering agency feedback about the practicum process; and (3) collecting student feedback about the practicum experience.

Student Performance Evaluation

Evaluation of student performance in the practicum is completed at the end of each semester utilizing the End-of-Semester Evaluation form (Appendix Q). Evaluation is based on the Learning Agreement with student progress measured against the accomplishment of practice behaviors. It is anticipated that by the completion of the practicum, students will have been exposed to all of the core competencies.

Unsatisfactory Practicum Performance

If the student’s practicum performance is unsatisfactory, the student or the Agency Field Instructor should immediately notify the Faculty Supervisor, who will arrange a meeting with the Agency Field Instructor and the student. The purpose of the meeting is to provide the student pertinent feedback and criteria for improvement. Should the student’s practicum performance remain unsatisfactory, the Faculty Supervisor will contact the MSW Practicum Coordinator to engage in further problem solving. Possible strategies include a referral for Academic Review/Special Advisement (outlined in the MSW Student Handbook).

End-of-Semester Evaluations

First End-of-Semester Student Performance Evaluation

The student, near the end of the semester, will arrange for and attend the End-of-Semester Evaluation meeting with the Agency Field Instructor and the Faculty Supervisor.

The Agency Field Instructor will complete the first End-of-Semester Evaluation (Appendix Q) prior to the scheduled meeting with the student and Faculty Supervisor. On the evaluation, a rating of satisfactory, unsatisfactory, or no basis to judge will be recorded for each of the core competencies along with any comments and the student’s total number of completed practicum hours.

Second End-of-Semester Student Performance Evaluation

The student, before finals week, will arrange for and attend the End-of-Semester Evaluation meeting with the Agency Field Instructor and the Faculty Supervisor.

The Agency Field Instructor will complete the second semester sections of the End-of-Semester Evaluation prior to the scheduled meeting with the student and Faculty Supervisor. The Agency Field Instructor will provide a numerical rating (0-4) for each of the core competencies, any comments, and the student’s total number of completed practicum hours along with computing the total score by averaging all 10 ratings.
The Agency Field Instructor’s written evaluation of the student will be reviewed with progress and recommendations noted. The Agency Field Instructor, in consultation with the Faculty Supervisor, is responsible for recommending the final evaluation grade.

Practicum Grades

Grading Process for Practicum
Practicum grades will be issued at the end of the second semester of the foundation and concentration years. First semester practicum students receive a grade of “N” (ongoing), which will be changed when all academic year practicum credits are completed.

The student’s grade is determined by the average of the second semester evaluation ratings for all 10 core competencies. See the scale below.

Second Semester Evaluation Ratings:
The evaluation ratings for all 10 core competencies are averaged and the letter grade based on the scale below.

3.50 – 4.00 = A — Outstanding
2.70 – 3.49 = B — Above Average
1.70 – 2.69 = C — Average
0.70 – 1.69 = D — Below Average
Below 0.70 = F — Deficient

Unsatisfactory Practicum Grade
A below average score will result in review by the MSW Practicum Coordinator in conjunction with the Faculty Supervisor and Agency Field Instructor for possible termination from practicum placement. If such a review results in recommendation for practicum termination, an academic review will be held with the student. All areas of the practicum evaluation must be passed by the end of each semester in order for the student to continue into the next semester of practicum.

Grade of Incomplete / Academic Probation
Students are expected to complete all foundation level coursework before beginning the concentration year practicum. Any incompletes must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for course work will be reviewed by the School Chair and the Director of the MSW Program prior to a student's entry into practicum. Additionally, students may not enter concentration practicum when they are on academic probation (an overall GPA of less than 3.00).
Agency Evaluation of Practicum Process

The Agency Field Instructor is strongly encouraged to complete the Agency Field Instructor Evaluation of Practicum at the end of the practicum placement (Appendix R).

Student Evaluation of Practicum Experience

The student is strongly encouraged to complete the Student Evaluation of Practicum form at the end of the practicum placement (Appendix S).